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If possible, it is advisable to have regular talks or occasional special lectures given by school or local physicians, to stimulate interest and encourage the attendance of mothers.

These leagues have already been organized in many of the cities, towns and rural sections of the state, in public and denominational schools, settlements, among Camp-fire, and other girls' clubs, for all year classes, or at playgrounds for summer work. For the latter, more frequent meetings are necessary to complete the course.

It may be of interest to learn that boys have also manifested interest in this movement and frequently inquire if they may "do something" and seem quite content when the usually despised duties, such as cleaning back yards, cellars, etc., are suggested as their share of Baby Welfare. The writer has in mind a talk given at one school wherein the boys were included; after its conclusion the principal inquired, "How many boys are not ashamed to say they love their babies at home quite as well as do their sisters?" and every hand was raised without the slightest hesitation. All promised to do their share toward improving sanitary conditions in the home and its surroundings.

Efforts along these lines will cultivate civic pride, which meets its reward in improved public health and general welfare. Can anyone deny that this will make better citizens of our boys? And while we are bending every effort toward better babies, let us not lose sight of the fact that better fathers and better mothers are the first essentials toward better babies.

## A SOUNDER ECONOMIC BASIS FOR TRAINING SCHOOLS FOR NURSES

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The clear implication in the title of this paper is that training schools for nurses do not at present rest upon an entirely sound economic foundation. It is advisable, therefore, I suppose, at the outset to try to show upon what kind of a basis such schools for nurses do actually rest, and to see how it compares with that of other schools and colleges.

The ordinary school or college with which we are familiar has three main ways of securing support. These are through public funds derived from taxation, through private funds by gifts, and through fees from students. The older of our great universities were founded by public moneys; the younger, such as Johns Hopkins, Stanford, Chicago, by private benevolence. Women's colleges have almost without

exception arisen through private gifts, individual or collective. Both universities and women's colleges are largely maintained by private philanthropy and all of them are perpetually seeking additional funds.

The alumnae of Vassar, Smith, Wellesley and others labor assiduously to gather contributions for their several colleges, either to increase existing endowments, to add new buildings, or to establish some new branch of instruction. Smith College, which just reports the admission of 1700 students, has quite recently closed a successful campaign for a million dollars; Wellesley has in an astonishingly brief time secured a much larger sum to restore her buildings lost by her disastrous fire. Bryn Mawr has recently had about three-quarters of a million given her by one alumna for the establishment and development of a particular line of work. Barnard has within the last month received from Jacob Schiff the splendid gift of over half a million for a new building. Within the space of two or three days, recently, there were announced in the daily press gifts to a few of our eastern colleges within a comparatively small area which, in the aggregate, amount to over a million and a half of dollars. These gifts may be devoted to the field of general education or to the support and advancement of technical or professional schools. Our great professional schools of medicine, law and theology, and also of applied science and of art, have rejoiced in splendid gifts—for buildings, for endowment, for special developments. The School of Journalism at Columbia is a recent instance of such a foundation, given for the creation of a new form of professional training. Our schools of philanthropy are richly endowed. These, together with such institutes as Stevens, Pratt, Drexel, Carnegie, all proclaim the beneficence of many individuals who believe in the higher and specialized education and training of men and women.

I know of few things more impressive, to me, indeed, more profoundly moving, than to survey the field of education, and to note the richness of the gifts which have been there poured forth with such lavish hand in so many directions and to perceive the ways through which men and women are striving to put into the hands of their fellows the supreme weapon of knowledge. These enormous private contributions made to education are the wonder and glory of our age.

Of the variety of institutions supported or aided by public funds our state systems of education show an interesting picture. Here we see support which reaches through the whole public school system and culminates in universities, colleges, and in professional and technical schools. Looking upon it, one is inclined to believe that the need for training, in almost any direction promising useful service to the community, has only to be recognized to ensure it a place in the concern of

the state, or to bring it definitely within the scope of state responsibility. It is of special interest to us to note the number and variety of private institutions to which the state finds itself able to lend support. The wide availability of such public funds for the aid of already established schools giving instruction which is needed, suggests the advisability of bringing the financial condition of training schools for nurses to the attention of the educational authorities of the state.

We now come to students' fees as a source of income. In the conduct of such educational work as we have been considering in colleges and universities, they do not ordinarily play a large part, since usually not more than one-third of the annual expenses are met in this way. Under exceptionally able administration they may cover a slightly larger proportion, and since there seems to be a tendency toward increasing them, they may in future play a considerably larger part. But ordinarily, in any genuine educational work, tuition fees go a very small way toward meeting the expense. This fact makes it clear that the students from great colleges and professional schools are in one sense receivers of charity, since what they pay for their education is far below its actual cost; and, indeed, it is this great sense of obligation, this conviction that some adequate return is due to society for benefits received, that impels the alumnae from schools and colleges to such continuous efforts for the strengthening and upbuilding of these institutions.

The most casual study of these matters brings forth strikingly the cost of modern education. "Present educational demands, upon even a modest college," says Mr. Furst, secretary of the Carnegie Foundation, "require resources of approximately a million dollars." The endowment per student in colleges like Bryn Mawr, Smith, Vassar, is \$1600; in certain colleges for men, it is \$4000 per student. Good teaching, he urges, is not only expensive, but absolutely not to be had below a certain minimum of expenditure and financial resources constitute the fundamental problem. In other words, any institution which proposes to educate must depend upon appropriate, definite, and permanent sources of income.

In all this long list of great gifts for education, in all this imposing array of colleges and schools supported by such gifts, I am astonished to realize that no reference whatever is made anywhere to one of the most fundamentally important branches of professional education now in existence, schools for the training of nurses. I suppose if Abram Flexner were here, he would take issue with me on the use of the word "professional" as applied to nursing in its usually accepted sense, and I hope to take up that point at some later time, but is it not strange

that, search as you will from one end of the country (I had almost said the world) to the other, you will not find one single gift of any appreciable amount, not one endowment placed at the disposal of a training school for nurses for the proper conduct of its educational work. There have been in history two important gifts made for the education of nurses. Florence Nightingale gave the first, in providing, a half-century ago, \$200,000 for the founding of the Nightingale School at St. Thomas Hospital, London. The first training school in history was, therefore, established and has been maintained by an endowment. A half-century later, Mrs. Helen Hartley Jenkins of New York gave the second considerable gift, in endowing the Department for Graduate Nurses at the College for Teachers at Columbia University, and these two large gifts complete the list. There is literally nothing to add: so far as my knowledge goes there is no training school for nurses supported anywhere in this country by private endowment; there are none maintained by public funds, and public treasuries and private philanthropy alike seem to be innocent of any recognition of the fact that there are between thirty and forty thousand student nurses in training in the eleven hundred schools recorded, and that every one of these schools is carrying on its work with difficulty and at a disadvantage because of lack of resources.

There remain for consideration, among the usual sources of income for educational institutions, tuition fees. These, in so far as training schools for nurses are concerned, may be summarily disposed of. There are four or five schools in this country charging small fees for the special instruction given in the few months of the preliminary course and one school, only, charging tuition for its entire course. Thus it is clear that every one of the usual sources of income must be eliminated in the case of training schools for nurses, and some way which is not the common way of meeting the legitimate expenses of a school must be looked for. Such a way appears to be found as one studies the relationship existing between training schools and the hospitals in which they have arisen. It is a most unusual form of relationship and nothing at all like it exists in connection with any other school of the present day. It is universal, in so far as training schools are concerned. Through this relationship the training school for nurses becomes an institution established by the hospital with one large main purpose and what we might call one subsidiary purpose in mind. The first purpose is clear-cut and imperative. The nursing work of the hospital, its most important task, must be done: the training school, through its students, will do it. The primary function of all training schools is that of carrying on the regular nursing work of the hospital, it is not anywhere the

education of the nurse. That education is the subsidiary, secondary, purpose of the hospital in establishing a training school, and it follows as a matter of course, that it can be carried out only in so far as is compatible with the main purpose of nursing the patients through the school.

The most casual glance at this situation would therefore show that the expense of maintaining training schools under such conditions would probably be slight, and a second glance would lead one to the conclusion that, whatever it is, it is really met by the students themselves.

That their services cover the expense of instruction is formally recognized in the announcements of training schools, where it is usually explicitly stated that the services of the pupil are considered as an equivalent for tuition. The expenses of actual instruction, therefore, are met by the pupils themselves and, placing the minimum estimate upon the value of their services, it is unquestionable that they pay larger tuition fees than are exacted in any college in the country.

In considering this aspect of affairs, two points must be kept in mind. One is, that pupil nurses are from the beginning given necessary tasks, which somebody would otherwise have to be paid to do. This principle is so well maintained throughout all hospital work that the staff of pupils in a hospital ward is no larger than would be needed if such a staff were composed of paid workers, pupils are preferred, indeed, because of the fact that they do more work than graduate nurses will do under similar conditions. Even the roughest estimate of the cost of any form of paid service to replace pupils shows that maintenance of an approximately similar number of workers would be required, and wages or salaries ranging from those of the unskilled household employee up to those of the highly skilled nurse would have to be paid. Anyone wishing to obtain a recent estimate of the value of pupil nurses' services to hospitals should study the records of the efforts made last year in California to repeal the eight-hour law required there for pupil nurses in hospitals. The additional expense and injury to the hospital of maintaining shorter hours were urged with emphasis from many such institutions while one exceedingly indiscreet superintendent of a hospital declared that, in order to live up to the law, he would be obliged to increase the number of pupils by 50 per cent. Further light on this matter may be had by noting the charges made by hospitals for the services of pupil nurses when on special duty with private patients.

It is entirely clear that large expenses for service, which the hospitals would have to incur under any other system whatever, are avoided by the establishment of a training school, and a very considerable sum is thus made available for the instruction and training for which the labor of pupils is asked and is so freely given.

Not very long ago I saw a statement in some hospital or nursing journal to the effect that it cost the hospital between three and four hundred dollars a year for the education of each pupil. This, of course, may be literally correct, but it is essentially incorrect, since it fails to estimate in any way the value to the hospital of the returns which the student always makes. There appears to me to be no way of getting around the actual economic value of the student's services.

Let us consider these expenses which hospitals have to meet, taking first the administration of a school. Here there can be little question of expense, because those who manage the school are in reality officers of the nursing department of the hospital who would have to be there in about the same numbers and grades to direct and supervise the nursing if there were no school and the work were done by a staff of paid workers. And, of course, there are many schools, the majority, in fact, in which most of these official positions are filled by senior pupils, thus adding another item to the contributions made by pupils to their own education.

Actual instruction comes next for consideration, and this is of two kinds: theoretical teaching in the class-room; practical teaching in the wards. Here again the hospital has been released from any appreciable additional expense since the bulk of the teaching has always been done by the officers of the nursing department, in addition to their regular executive and supervising duties. Until within the last few years, no training school for nurses had even one regular instructor on its staff, and the great majority of schools are still in this position. In all the larger schools of the better grade one regular instructor is now provided and in some cases there are two. As yet, however, no considerable expense for such instruction is incurred. Lectures are still in the majority of schools given by physicians without payment though, again, in the larger schools part of these lectures are paid for, and all of them are in one or two schools. As, however, the number of lectures is small, not more than two or three a week at the utmost, the expense thus incurred is slight. For libraries and teaching material and equipment it can be truthfully said that few hospitals have even attempted to make respectable provision. In providing suitable housing and living conditions for students, hospitals are doing more to meet their obligations to them than in any other aspect of their work, but it is, of course, pertinent here to mention that such expense cannot be charged to the maintenance of a training school, since suitable quarters would be required equally for any kind of a staff the hospital might employ. Moreover there are still hundreds of hospitals in which the quarters and the food provided for pupil nurses are a scandal to the community.

As for hours of work, notwithstanding some improvements, they are still a burning question and are such as to make it very difficult and frequently impossible for pupils to take their theoretical work seriously. Yet hospitals do not find themselves able to meet the expense involved in providing the larger staff which would admit of shorter hours. One would suppose that any institution thus miraculously supplied with a body of pupils whom it could at will translate into an entire working force, would not question the justice and wisdom of adjusting its hours of work in such a way that the educational needs of the pupils would be satisfied. Yet tonight, as I read this to you, hundreds of young pupil nurses are at work on night duty in the hospitals of this city and elsewhere and this night of work will be twelve hours long. Service of this kind will be made to occupy at least six months out of a three years' training. Yet from any conceivable educational standpoint, one month of such service would usually be ample. We were impressed, a little while ago, in reviewing briefly the field of education with its great, and apparently unavoidable, cost. The more carefully I study the work of training schools for nurses, the more I am convinced that failure to recognize this elementary fact, as applying to their conduct, is at the root of many of the troubles in the present training school situation. What seems to be needed now is a truer conception of the responsibilities which are inevitably assumed in attempting to direct, control and develop in any adequate way this large, complicated, and most vital branch of professional education and ability to face the situation squarely and recognize that adequate funds are just as necessary for the proper maintenance of training schools for nurses as they are for medical, engineering, or any other professional schools.

No equitable and stable adjustment can ever be made between hospital and training schools until this fact is understood, accepted, and made to bear upon the whole scheme of training.

In thinking this whole problem over, I have been impressed with the fact that though hospitals are constantly and properly making the public acquainted with their needs, I do not remember ever hearing of any instances of hospitals asking for funds for the maintenance of their training schools. Yet I can hardly imagine any branch of their work for the maintenance of which they could with better grace turn to the public. There are literally thousands of men and women who owe their health or their lives to the skill, knowledge and devotion of nurses. There are those among them who have given liberally to other forms of education and would, I am confident, willingly contribute to the education of nurses were they but made aware of the need. It is not to



any lack of appreciation of the valuable and indeed indispensable services which nurses are rendering to society that they have not tried to help forward their education and training, but to a prevalent impression that this is wholly the business of hospitals, which are quite able to do all that is necessary. There is much need of a really correct understanding of what hospitals can and cannot do. They cannot, for instance, on funds which are seldom if ever sufficient for actual hospital needs, maintain training schools as they should be maintained. They cannot unaided carry forward the important educational work which has been entrusted to them.

From some source, either from private gifts for endowment, from public funds for maintenance, or even partly from tuition fees (under different conditions of service), training schools should be able to command adequate funds. These should be based upon an intelligent and unprejudiced estimate of the work the school ought to do and the way in which it ought to grow to meet growing and changing public demands.

I have been asked what an endowment could do for a training school. It might do any, or all, of the following things:

It might provide for trained and expert lecturers and teachers to give appropriate and sufficient instruction in all of the necessary and desirable subjects and this would apply to practical instruction at the bed-side as well as to theory in the class-room.

It might provide suitably for such teaching equipment and material as is commonly found in all schools having any scientific or technical subjects to handle.

It might provide students' buildings which would have libraries, both professional and general, lecture and class-rooms, and laboratories and offices, in addition to suitable living and recreation rooms. Cheerful surroundings and a chance for wholesome diversion are particularly desirable for those whose work lies entirely among the sick. These it might do quite directly, and indirectly it might aid in securing for students shorter hours both for day and night work, and proper vacations and holidays. For the hospital openly relieved from any expense whatever in connection with the training school could turn its attention and its funds to the provision of a regular salaried staff of nurses and other workers for much of the routine work now done by students. This, in increasing the number of workers, would logically bring about the shorter hours. And these, in connection with improvements in the amount and character of instruction, would attract the higher and better grade of candidate which is so urgently needed. Such measures have done this in every instance where they have been established and steadily and intelligently applied.

I firmly believe that generous financial help would flow into our training schools from private sources were the need fully recognized, and I see no reason whatever why schools rendering an important public service should not also secure substantial aid from public funds. The problem of the poor, ill-equipped training school connected with the struggling hospital in the small community might be in a measure solved through such aid.

From whatever source funds may come, they are necessary to place schools on a secure and dignified foundation, and to release them from their present helpless and somewhat ignominious position, due largely to an entirely unsound economic status.

This paper merely touches the subject, which needs, and doubtless will get, careful and searching inquiry, but in the meantime those nurses who are genuinely interested in improving their own profession can do so in no more effective way than by helping their training schools up to a higher and freer plane of work. Already the alumnae of the Johns Hopkins Training School, and of the Massachusetts General, have taken up the question of the endowments of their schools, and committees are being formed to consider ways and means. Nurses may with courage and confidence take up this question of proper support for their training schools since, in the last analysis, it is the concern, and the grave concern, of the whole community. The public cannot longer leave entirely to hospitals, or to the labors of pupil-nurses, the maintenance of so essential a branch of modern education.

Let me repeat. There have been in history but two large gifts for the education of nurses. The first, by Florence Nightingale, created the whole modern system of training schools and of nursing; the second, by Mrs. Helen Hartley Jenkins, has established firmly in a great university a department for the special professional training of graduate nurses, and has made possible the opening up of some entirely new lines of work, such, for instance, as education for public health nursing and training for public school work. The next great service to be rendered is to place training schools upon a better and sounder economic foundation.